Effective Correctional Programs

May 23, 2024

PPCJI Pennsylvania Partnership for Criminal Justice Improvement

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PPCJI Pennsylvania Partnership for Criminal Justice Improvement

Manual of Effective Correctional Programs

Prepared by Carey Group for the Pennsylvania Partnership for Criminal Justice Improvement

May 2024

Today's Webinar

- Characteristics of effective programs
- Implementation
- Limited resources
- Voices from the field

Program vs. Intervention

- Intervention ➡ specific action to address a particular issue 1:1

- Program ➡ broader in scope; more structured, with defined activities, and timelines; group interactions

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Characteristics of Effective Correctional Programs

Adherence to Risk-Need-Responsivity (RNR) Model, Structured, Skill Development

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Program Selection

- Move away from anecdotal evidence
- Validated Interventions
  - *What is the research foundation of the program?*

☑+ Effective	☑ Promising	⊘ No Effects
An **Effective** program is likely to result in the intended outcomes. An Effective practice outcome indicates, on average, there is strong evidence that implementing a program encompassed by the practice will achieve the intended outcome.	A **Promising** program may result in the intended outcomes. A Promising practice outcome indicates, on average, there is some evidence that implementing a program encompassed by the practice will achieve the intended outcome.	A **No Effects** program is unlikely to result in the intended outcomes and may result in negative outcomes. A No Effects practice outcome indicates, on average, there is strong evidence that implementing a program encompassed by the practice will not achieve the intended outcome or may result in a negative outcome.
Search Programs and Practices	Search Programs and Practice	Search Programs and Practices

National Institute of Justice
www.crimesolutions.ojp.gov

Adherence to RNR Model

RNR PRINCIPLES
- **Risk principle:** The *who*—Assess a person's risk of recidivism and match the level of service to their risk level.
- **Need principle:** The *what*—Assess criminogenic needs and target them in programming.
- **Responsivity principle:** The *how*—Maximize the person's ability to learn from an intervention by using a cognitive behavioral approach and by tailoring interventions to the person's learning style, motivation, abilities, and strengths.

Criminogenic Needs

CRIMINOGENIC NEEDS	INDICATORS	INTERVENTION GOALS
Antisocial cognition	Rationalizing/not taking responsibility for illegal behavior; negative attitudes toward the law	Develop new, prosocial ways of thinking
Antisocial personality/temperament	Poor coping and problem solving skills; risk taking; impulsivity; lack of empathy	Improve problem solving and emotional regulation skills; think before acting; increase sense of responsibility to or concern for others
Antisocial associates	Peers who encourage and reinforce illegal behavior; isolation from positive people	Recognize and resist negative peer influences; form meaningful relationships with prosocial people
Family/marital relationships	Constant fighting; lack of warmth/caring in the home; attitudes that are supportive of illegal behavior	Establish boundaries; develop strategies to minimize and manage stress and conflict in the home
Substance misuse	Misuse of alcohol and/or drugs	Reduce substance misuse; address influences that lead to misuse
Employment	Lack of employment history; poor performance at work; poor work ethic; low levels of satisfaction; resistance to authority	Enhance work skills; improve commitment to work ideals and work performance
Education	Poor academic achievement; low commitment to school; low levels of satisfaction; resistance to authority	Enhance study skills; improve commitment to education and academic performance
Prosocial leisure	Involvement in illegal activities as a way to spend time, find excitement, and be sociable	Identify prosocial interests; build confidence to participate in these activities; meet others with shared interests; schedule time for positive activities

Key Questions

- What are the criteria for inclusion in the program?
  - Is risk considered?
- Does the program adjust dosage and duration and based on the risk level?
- Does the program target one or more criminogenic needs?
- Does the program use cognitive behavioral approaches?
- Are appropriate modifications made to address individual traits?

Additional Key Questions

- Structured
  - ☐ *Does the program use a manual?*
- Skill Development
  - o *Does the program focus on skill development?*
- Training
  - ☐ *Do staff have appropriate qualifications and training?*
- Quality Assurance
  - ☐ *What quality assurance strategies are currently in place?*

Implementation Strategies

Teams, Plan, Quality Assurance

Implementation Strategies

Requirements for Effective Implementation

- Assemble a team
- Identification of resources needed (i.e., staff, funding)
  - o Staffing considerations
  - o Other considerations
- Engage community partners
- Development of an implementation plan
  - o Consider potential barriers and provide potential responses
- Development of mechanisms for self-regulation and continuous program evaluation

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Voices From the Field

Pilot and implementation of BIT's, Carey Guides, and the Driver Workbook

Pam Sheffer
Chief Adult Probation Officer

Limited Resources

How to be Effective with Available Resources

Limited Resources

- Virtual
- Bring programming in-house
- Individual vs. group interventions
- Teamwork
  - Local collaboration
  - Adjoining counties
  - Existing providers

Is it working?

The Importance of Program Evaluation

Is it working?

- Fidelity assessment instruments
  - CPC
  - CPAI
  - RNR
- Data collection
  - Interviews, documentation review, observations
- Continuous evaluation

Theory in Practice

Examples of Effective Programs in PA

Theory in Practice - Examples

Criminal Conduct and Substance Abuse Treatment: Strategies for Self-Improvement and Change

Nine PA jurisdictions utilize external providers

- **TARGET –** Adults with both substance abuse issues & criminality
- **DESCRIPTION –** Focuses on intersection of criminality & substance abuse; triggers
- **FACILITIATION –** Treatment providers & corrections staff
- **TRAINING –** Three-day training workshop (recommended, but not required), train-the-trainer

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Theory in Practice - Examples

Dialectical Behavior Therapy

Eight PA jurisdictions utilize external providers

- **TARGET -** Individuals with severe mental disorders & out-of-control cognitive, emotional, & behavioral patterns
- **DESCRIPTION –** Cognitive behavioral therapy
- **FACILITIATION –** 10 lessons; mental health professionals
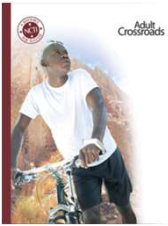- **TRAINING –** Lengthy certification process

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Theory in Practice - Examples

Complete Behavior Change System

Fifteen PA jurisdictions – Eight in-house; seven utilize external providers

- **TARGET –** Medium & high-risk individuals
- **DESCRIPTION –** Cognitive, workbook-based approach; personality instruments
- **FACILITIATION –** Group sessions + homework
- **TRAINING –** Accredited facilitator training
- Promising Practice

Theory in Practice - Examples

Carey Guides

Eleven PA jurisdictions – Ten in-house; one utilizes external providers

- **TARGET –** Individuals under supervision & staff responsible for supervision
- **DESCRIPTION –** Guides to address criminogenic needs; guides to address common case management issues
- **FACILITIATION –** Unique to each guide
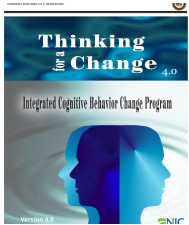- **TRAINING –** Subscription-based access

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Theory in Practice - Examples

Thinking for a Change

Eighteen PA jurisdictions – Seven in-house; eleven utilize external providers

- **TARGET -** Individuals involved in the justice system; addresses cognitive, social, & emotional needs
- **DESCRIPTION –** Alter criminogenic thinking
- **FACILITIATION –** 25 lessons + homework
- **TRAINING –** NIC, train-the-trainer
- Promising Practice

Voices From the Field

Facilitation Experiences

Ashley Ferguson – Cumberland Co
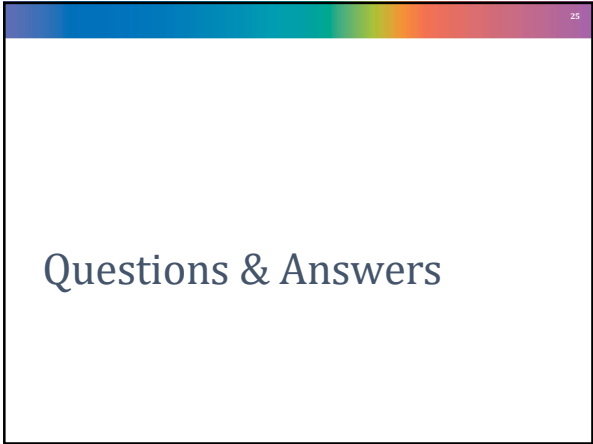Amanda Jackson – Butler Co
Bruce McClure – Chester Co

Questions & Answers